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ABSTRACT

The 1971 Georgia Summer Governor's Intern Program was a pilot project to determine the validity of involving college students in a community-based service-learning internship context. Stated objectives of the program were: (1) to give immediate manpower assistance, through the work of students to agencies concerned with economic and social development; (2) to provide constructive service opportunities for students seeking to participate in the solution of social and economic problems; (3) to encourage young people to consider careers and citizen leadership in programs of development and to provide a pool of trained personnel for recruitment by sponsoring agencies; and (4) to provide additional avenues of communication between institutions of higher education and programs of social and economic development by making the resources of the universities and colleges more accessible to the community and by providing a means for keeping curriculum, teaching and research relevant to the needs of society. An evaluation of the pilot project reveals that the internship program is highly beneficial to the state as well as to student participants. (Author/HS)

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GOVERNOR'S INTERN PROGRAM

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Final Report Summer, 1971

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It is very important to me that the intellectual and instructional resources of our colleges be used in a forthright and practical way to help in solving the many chronic problems faced by our Georgia people.

***

It is important to the State and to me personally to continue the close friendships with young people developed during my long campaign.

***

...to devise an aggressive internship program encompassing all the sensitive functions of government such as pollution control, health and welfare, education, drug and crime control, justice, recreation and government administration.

Gov. Jimmy Carter
State of the State Address
January 14, 1971

FOREWORD

The 1971 Summer Governor's Intern Program was a pilot project to determine the validity of involving college students in a community-based service-learning internship context.

Stated objectives of the program were to:

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3. Encourage young people to consider careers and citizen leadership in programs of development and to provide a pool of trained personnel for recruitment by sponsoring agencies.

4. Provide additional avenues of communication between institutions of higher learning and programs of social and economic development by making the resources of the universities and colleges more accessible to the community and by providing a means for keeping curriculum, teaching and research relevant to the needs of society.

This report describes the goals and philosophy of the program, offers an historical sketch and a description of participants and activities, evaluates the summer's experience, and sets forth recommendations and plans for future program operation.

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This is the first part of a four part report. The parts not contained in this issue are Section VIII an intern's analysis of fellow interns' perceptions of the program; Section IX another intern's report on agency evaluation; and a compendium of all intern projects. Each of these reports is available separately with supporting data and questionnaires.

I wish to express my appreciation to all the students who applied to serve as interns and particularly to all interns who successfully completed their assignments. This report reflects the outstanding job they did and the good will created because of their efforts. This good will will allow the program to continue and will be the benchmark on which to measure the success of future programs.

Additional information on the program is available by writing to:

Georgia Intern Program
Executive Office
State Capitol
Atlanta, Georgia 30334

Michael A. Hart
Special Assistant to the
Governor for Youth Affairs

GOALS AND PURPOSES

The goal of the 1971 Summer Governor's Intern Program was to bring together college and university students and Georgia State Government in an optimum utilization and synthesis of the resources of both.

Since the projects the interns undertook were of a professional nature and designed by the participating agencies as tasks essential to departmental operation and because the department's share of the intern stipend was only a fraction of the amount at which professional employees performing the same task would require, the Governor's Intern Program benefited state government through services as well as monetary savings.

To the interns the program offered a comprehensive service-learning experience in the realm of Georgia state government. Rather than following the traditional pattern of "testing theory in the field," the Governor's Intern Program stressed community based learning with heavy emphasis on the completion of the specific task and the acquisition of knowledge and skills. Frequently the designated project suggested further areas for the

engagement of the intern's attention and the students were thereby in a position to isolate and act upon concerns not readily identifiable in the day-to-day functioning of the department.

Since a primary goal of the intern program was to enable the students to acquire an understanding of the total expanse of Georgia state government--to gain an insight into its purposes, organization, problems, and methods of operation--a series of seminars focusing on a variety of issues requiring public policy was designed to complement the intern projects and broaden the total learning experience. High-ranking officials in various departments of state government chaired the meetings, each of which was attended by about 20 students serving in diverse areas of the program. Because the sessions stressed a dialogue rather than a question-and-answer format, the interns were able both to relate knowledge gained on their individual projects and in school to the topic at hand and to present their opinions directly to personnel influential in policy-making in the areas under discussion.

In bringing the interns together, the seminars also served as a point of unity for the program, giving the students (especially those working outside the Atlanta area) a chance to meet each other, become familiar with each other's projects, and feel a stronger sense of identity with the program as a whole.

The development of skills in problem-solving and interpersonal relationships was of high priority. Placements were made on the basis of well-defined tasks designed by the agency to actively involve the intern in agency programs. Interns were encouraged to seek their own means to meet an agency need and to become involved with co-workers and agency clients in determining these means. Additionally, in meeting the on-the-job situations and in taking the initiative in structuring new tasks not anticipated or designated by their original project design, many interns discovered abilities of which they had previously been unaware.

PLANNING AND RECRUITMENT

Operation of a pilot intern program began in the Spring of 1971. Authority for directing the program was vested in the Governor's Executive Secretary with administrative and technical assistance provided by additional staff from the Governor's Office, the Department of Family and Children Services, and the Southern Regional Education Board. The first week in April, Directors of state government agencies were informed about the initiation of the Governor's Intern Program and asked to submit descriptions of projects for which they could utilize interns. The following week the Governor contacted the Presidents of all colleges and universities in Georgia asking them to let their students know about the opportunity for participation in the program.

Over 400 students applied and over 25 state agencies and eight area planning and development commissions requested interns. All applicants were interviewed either in person or by telephone. Screening was usually based upon maturity and interest in the program and

educational classification, with priority given in the following order:

(1) Upperclassmen or graduate students, (2) Georgians attending Georgia schools (3) Georgians attending out of state schools (4) Out of State students attending Georgia schools.

Two hundred students were referred to agencies for the final interview before appointment, with every effort made by the intern office to coordinate the students' interests and abilities with the departments' needs and functions. Interns and the agency supervisor had the final say in selection. Interns could accept or reject the project depending upon the challenge they saw in it. Agencies accepted or rejected students depending upon how they viewed the students' abilities to do the tasks.

ORIENTATION

The program officially opened on June 14 with an Orientation Session in the State House Chambers. Governor Carter, Mr. J. W. Fanning, Vice-President for

Services at the University of Georgia, Mr. Hamilton Jordan, Executive Secretary to the Governor, and Mr. Michael Hart, Associate Director of the Resource Development Project at the Southern Regional Education Board and on loan to the State program part-time to coordinate the intern program, greeted the students and explained the challenges offered to them by participation in the program and the opportunities to contribute to the welfare of Georgia.

Particular attention was paid to informing the interns of the mission of the various funding agencies and the role the interns were to play in meeting agency goals. A follow-up orientation for small groups was held following the general session. At these sessions interns were briefed on their particular departments or commissions and the importance of their individual projects.

FUNDING AND EXPENSES

Funds for program operation were provided by the Applachian Regional Commission, Coastal Plains Regional

Commission, Economic Development Administration, Environmental Protection Agency, Office of Economic Opportunity, eight Area Planning and Development Commissions, and 26 state agencies. In addition, the Atlanta Urban Corps provided College Work-Study funds for 18 students participating in the program and the Southern Regional Education Board provided technical assistance for administration and evaluation and granted limited funds. The total budget for the program was approximately $250,000 with nearly $150,000 actual cash.

Interns were provided an educational stipend of $935 for undergraduates and $1100 for graduates for full-time work for an eleven week period. Four stipend checks were issued in the course of the appointment with a final check of $100 issued upon receipt of the final report and its acceptance by the interns' supervisors.

Travel and miscellaneous expenses related to the project were reimbursed by the cooperating agency. The intern office covered expenses for travel involved in attending the seminars.

PROGRAM COMPONENTS

Projects and Reports

The major concern of the program was that the intern tasks be meaningful to both intern and agency and that the projects be of substance and depth similar to that of assignments undertaken by professional state employees. At Governor Carter's request a memo was sent to all supervisors stressing the Governor's desire that all interns be given challenging tasks and that the supervisors expect and demand top performance from all interns.

One intern was assigned to deal specifically with project adjustment and evaluation. He made a personal visit to each of the interns at the project locations and discussed program objectives with the interns and their supervisors so that a better understanding could be gained of what each participant wished to derive from the individual project. For those interns who felt their projects were not sufficiently challenging or were not calling for an adequate utilization of their talents, every effort was made to strengthen the project to the satisfaction of both intern and supervisor so that the

students had interesting and meaningful assignments and the individual departments were able to gain optimum benefit from the talents and abilities of the interns working with them.

Upon completion of the full-time assignment, the interns were given 45 days in which to complete a final report on their projects. The reports were of major significance to the program. Not only did they require the interns to analyze their summer's experience in a coherent fashion and thus enable them to acquire a more ordered perspective on the tasks they had undertaken, but, the reports also served as working documents for future departmental operation.

Project reports were reviewed by agency personnel to assure validity of the facts and conclusions and to evaluate the value of the writings. Many of the reports were published in large quantities by the departments, either separately or as part of more extensive agency documents, and were widely distributed to persons and organizations to whom the findings would be relevant.

The intern office retained a copy of all reports and published a compendium detailing the contents of each.

Important components of the program in addition to the projects and reports were the seminars, informal meetings with the Governor's staff, a periodic newsletter, social functions at the mansion and a retreat for about twenty interns at the end of the program.

Seminars

The seminars dealt with eleven topics relevant to the potentials and problems facing Georgia. Knowledgeable officials in appropriate departments of state government served as discussion leaders. Though individual sessions varied in format--two of the seminars were field trips and several featured slide presentations--the overall emphasis upon a discussion rather than a question-and-answer approach gave interns and agency people alike the opportunity to become involved in a learning process in which both groups served as resource people.

The directors of state agencies or heads of departments within the agencies who chaired the seminars provided first-hand contact with matters concerning the

individual agencies and were in positions to answer authoritatively controversial questions related to their department's scope of responsibility.

Interns brought their specific projects and academic experiences directly to bear upon the topics at hand and had the opportunity for input of their ideas into receptive channels. Because each of the sessions included interns from a variety of departments, the diversity of interest and perspective helped relate the specific seminar subject to the general mileau of state government.

Meetings with Governor's Staff

Small informal meetings with members of the Governor's staff to discuss any ideas, problems or concerns the interns might have relating to Georgia government or the intern program provided another opportunity for the students to establish lines of communication both among state officials and themselves and to come into direct contact with the operations of the State's highest elected office.

Newsletter

A periodic newsletter, INTERNal Review compiled by an intern serving in the Governor's Press Office, kept interns and supervisors abreast of current happenings in the program and served as a forum for discussion of points of project and program philosophy. Future plans call for the publication of the newsletter on a weekly basis with one intern project devoted exclusively to internal communication.

Social Functions

An especially enjoyable aspect of the program for the interns was the opportunity to attend a couple of social functions at the Governor's mansion and a party at the home of one of the Governor's staff members. Interns serving out of town were particularly pleased with these opportunities to get acquainted with their colleagues and thus to feel more of a sense of identification with the program.

Retreat

Toward the end of the summer interns and supervisors were notified of a retreat planned for approximately 25 interns to discuss Goals for Georgia and to review the

intern program. Participants were selected on the basis of their interest in attending and on recommendations by the supervisors. The retreat was held August 26-28 at the Unicoi National Outdoor Recreation Experiment Station near Helen, Georgia. Position papers were developed on Goals for Georgia in the areas of Education, Protection of Persons and Property, Social Development, and Natural Environment. A comprehensive list of suggestions for future program operation was drawn up and Goals for Georgia Workbooks were filled out. The experience showed that such a relaxed setting is highly conducive to thoughtful and intensive reflection and discussion and serves as a valuable means of integration of program objectives - the problems and concerns each intern formerly identified from the perspective of his own project are now seen as they relate to the overall realm of state government. A greater frequency of such sessions is planned for future programs.

INTERN PROFILE

Since placement in the 1971 Governor's Intern Program was based on a combination of interest, motivation, and academic major, the 136 students who participated in the program constituted a diverse group of individuals. The following offers a capsule summary of statistics and information pertinent to this past summer's interns.

Personal Profile

A composite data profile on the interns as a group showed the average age of the Governor's intern to be 21.5 years. Breakdowns according to sex and marital status show that 103 (76%) interns were male, 33 (24%) female, while 115 (85%) of the total group were single and 21 (15%) married. According to ethnic background, 109 (80%) interns were white and 27 (20%) represented minority groups.

Educational Profile

Students from 38 colleges and universities participated in the intern program. Twenty Georgia colleges were represented by 84% of the interns. Eighty-one (60%) interns were undergraduates while the remaining 55 (40%)

held an undergraduate degree and had either made plans to begin or were already engaged in a graduate or professional degree program. The following two listings indicate the diversity of educational backgrounds of the program participants.

INTERN MAJORS

Academic Majors	Number of Interns	
Social Science, Education, Political Science, Government	66	(48%)
Business, Economics, Management, Accounting	23	(17%)
Law	11	(8%)
Humanities, Journalism, Music English, Foreign Languages, Philosophy	12	(9%)
Architecture, Landscape Architecture, Engineering	9	(7%)
Agriculture, Forestry, Recreation Physical Education	5	(4%)
Natural Science, Mathematics	8	(6%)
Medicine, Dentistry	2	(1%)

PARTICIPATING COLLEGES AND UNIVERSITIES

Albany State College
Armstrong State College
Atlanta University
Augusta College
Clark College
Clemson University
Columbus College
Dardner-Webb College
Dartmouth College
Emory University
Florida State University
Furman University
Georgia Institute of Technology
Georgia Southern College
Georgia Southwestern College
Georgia State University
Georgia, University of
Medical College of Georgia
Mercer University
Middle Tennessee State
Michigan, University of
Morehouse College
Morris Brown College
New Hampshire, University of
New York University
North Carolina, University of
Northwestern University
Notre Dame, University of
Pennsylvania, University of
Sam Houston State College
Savannah State College
Smith College
Spelman College
Vanderbilt University
Virginia, University of
Wesleyan College
West Georgia College
Yale University

Agency Profile

The interns served in the 26 state agencies and eight planning commissions listed here. An enumeration of specific projects within the agencies is included in the compendium.

PARTICIPATING AGENCIES

Department of Corrections
Department of Defense
State Department of Education
Department of Family and Children Services
Forestry Commission
Department of Public Health
Highway Department
Department of Industry and Trade
Department of Labor
Office of Lieutenant Governor
Merit System of Personnel Administration
Board of Pardons and Paroles
Bureau of Planning and Community Affairs
Department of Probation
Department of Public Safety
Purchasing Department
Regents of University System of Georgia
Department of Revenue
Department of Game & Fish
Governor't Intern Program Office
Department of Audits
Georgia Recreation Commission
State Office of Economic Opportunity
Office of the Governor
Reorganization Office
Goals for Georgia Pro Program

Area Planning Commissions

Slash Pine APDC
Chattahoochee-Flint APDC
Middle Georgia APDC
North Georgia APDC
Central Savannah River APDC
Southeast Tennessee Development District
Coastal Plain APDC

CONCLUSIONS AND PROJECTIONS

The intern program staff sees the short pre-planning period as the main weakness of this summer's program. In addition to as extensive an interviewing process as the program and supervisors wanted, a more thorough briefing of the supervisors on the overall objectives of the program was also hampered by the time element.

Limited funding was another handicap. Only 136 of the 400 students who applied could be placed due to funding. As more colleges offer academic credit for the internship experience the press for additional funding should be lessened.

What we view as a strong point of this year's program--the visits by the intern from the program office to each of the interns--we also view as a weakness because it was not as extensive as it would have been had we had more of an ability to provide supporting services of a greater degree so that each intern could have received consultative visits throughout the summer. Overall, the program was extremely successful and gained the praise of Governor, intern, and supervisor

alike. By having a year rather than a couple of months to plan the program for next summer, the intern office will not only be able to correct current program weaknesses, but will be able to build in many additional components not realized this year.

Because of the acceptance of the intern program by colleges, students and agencies, and the Governor's personal commitment for greater student involvement, the Governor has established a Youth Affairs Office with its primary goal the establishment of a year-round intern program. The program will be supported by state, local and federal funds.

It is anticipated that the intern program will continue the practices and procedures developed in establishing this year's program while at the same time exploring alternative approaches.

For programs affecting a specific region such as the Applachian Regional Commission or the Coastal Plains Regional Commission, efforts will be made to place more students in the region rather than state agencies in Atlanta. Tasks for interns will be defined more closely related to the state's goals for the region. State and local agencies will continue to have the flexibility

to define projects which will benefit them the most; however, guidelines will be established.

Serious consideration is now being given to expanding the opportunities for students to become involved with specific problems whose solution can be approached from the perspective of a variety of different agencies. Air and water pollution projects, drug education, and early child care are examples of projects which will receive particular attention as the program moves to focus on broad areas of concern rather than on a multitude of particularized departmental tasks as were undertaken this past summer.

As the Georgia Intern Program expands two components will receive particular attention. Local government and institutions of higher education will be encouraged to play a greater role in the program. Placement possibilities in city, county and multi-county agencies open the door to unlimited internships. As colleges move more and more into the area of off-campus education the model established by the intern program should be a natural vehicle. When academic credit is awarded for the intern experience the numbers of interested students

should rise significantly.

The Georgia Intern Program staff will evolve into the role of brokers rather than administrator as the program expands. By advocating internships, providing technical assistance, securing funds, and conducting training sessions the staff should be able to provide opportunities for all students interested in community involvement, assist in developing youth leadership, and supply a needed manpower resource.